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ABSTRACT

This list of references to materials in the area of staff motivation was primarily assembled for the use of professional librarians, but it could also be used in library education at the college level. It encompasses the subjects of motivation, participative management, and conflict resolution, and includes only recent materials. The arrangement is alphabetical by author within sections divided according to the following media: books, periodical articles, 16mm films, audio recordings, videotapes, games, correspondence courses, tests, transparencies, and programmed instruction. (FM)

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A LIBRARY MANAGEMENT PROBLEM:

MOTIVATION

AN ANNOTATED BIBLIOGRAPHY

Virginia Conrad

1979

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A LIBRARY MANAGEMENT PROBLEM:

MOTIVATION

INTRODUCTION

Librarians come usually from liberal arts backgrounds. In library school some take a survey course on library management, but this takes the form of more-or-less mechanical aspects of operations, personnel selection, service policies, budgets, interactions with boards of trustees, etc. Little is included that will equip the librarian to actually supervise people. They receive a body of knowledge concerning libraries and have a generalist's or specialist's subject knowledge that will help with the intellectual content of library materials, but it seems to be assumed that the librarian will instinctively know how to manage people when, after displaying satisfactory ability to serve the public or develop programs of library instruction or having acquired subject expertise, she or he is promoted to a supervisory (management) position. Many librarians go immediately from library school into jobs that require supervision of staff.

The traditional communication barriers and antagonisms between Public Services and Technical Services and between support staff and professional staff are strong indicators that training for management of staff needs the attention of the profession.
It is often repeated that shrinking budgets and inflated materials prices require better library management. A key factor is productivity. In industry constantly rising wages are accompanied by increased productivity. This is not the case in libraries, and

a greater and greater percentage of total library budgets goes for salaries with a proportional reduction in new materials.

Librarians who wish to move into management or who already have should develop their abilities to get the most from staff. This sounds harsh, as though librarians should become Simon Legrees, but this is not the case at all. Managers should develop the ability to motivate staff through acquiring a management style that helps staff to fulfill their need to achieve. A sense of achievement may come from knowing they are doing their part in helping the library meet its goals; from praise for effort, ideas, or accomplsihment; from job enrichment for added interest; from being treated as responsible people; from being allowed as much autoncmy as possible; from being kept informed through good communications, etc.

Although many librarians may not have access to formal courses that will help them to become better managers such as in the area of motivating staff they can, through individual or group study, undertake a staff development program.

The attached bibliography consists of selected materials in the area of motivation. These were selected for the use of professional librarians but could also be used at the college level. Areas covered are motivation, participative management, and conflict resolution. An attempt has been made to include only the most recent materials. For the convenience of the user the arrangement

is alphabetical within type of media. Types of media included are: books, periodical articles, 16 mm films, audio, video, games, correspondence course, test, transparencies, and programmed instruction.

BOOKS

Argyris, Chris, and D. A. Schon. THEORY IN PRACTICE: INCREASING PROFESSIONAL EFFECTIVENESS. San Francisco: Jossey-Bass, 1974. 224 p.

There are assumptions about human behavior that prevent professionals from helping one another and protective devices used that end in preventing them from learning what is wrong with what they are doing. -JAL.

Cooper, Cary L., Ed. DEVELOPING SOCIAL SKILLS IN MANAGEMENT: ADVANCES IN GROUP TRAINING. N. Y.: Halsted Press, 1976, 165 p.

Provides guidance on many facets of group dynamics: why groups succeed, implications of T group research, group leader effectiveness, etc. -JAL.

Emery, Richard. STAFF COMMUNICATION IN LIBRARIES. Hamden, Conn.: Linnet Books, 1975. 213 p.

A fundmental, simple, direct study on the improvement of organizational communication for public and academic libraries. -JAL.

Gellerman, Saul W. MANAGEMENT BY MOTIVATION. N.Y.: AMACOM, 1968. 288p.

Deals with concrete problems of organizational change, recruitment and training; shows how to persuade employees to work harder, and upgrade their skills.

Gellerman, Saul W. MOTIVATION AND PRODUCTIVITY. N.Y.: AMACOM, 1963. 304 p.

Summarizes and evaluates the best studies on motivation over 30 years, and how they can be used to solve problems of leadership, recruitment, morale, organization change, and labor relations.

Hackman, Ray C. THE MOTIVATED WORKING ADULT. N.Y.: AMACOM, 1969. 206 p.

An extensive effort to better detail the characteristics of motivation. - CONTEMPORARY PSYCHOLOGY MAGAZINE.

Hashing, John. GROUP DISCUSSION AND DECISION-MAKING. N.Y.: Thomas Crowell Col, 1975. 144 p.

Included is information on methods of decision-making, composition of groups, barriers to communication, conflict management, guidance for conducting a meeting and the use of persuasion in group discussions. - JAL.

JAL - Journal of Academic Librarianship

BOOKS (Cont.)

Hersey, Paul and K. H. Blanchard. MANAGEMENT OF ORGANIZATIONAL BEHAVIOR: UTILIZING HUMAN RESOURCES. 3rd ed. Englewood Cliffs, N. J.: Prentice-Hall, 1977. 360 p.

An overview of behavioural science theories that can be used in effective management practice. New chapters on developing human resources, personal feedback, and self-development. - JAL.

Luthans, Fred. INTRODUCTION TO MANAGEMENT: A CONTINGENCY APPROACH. N. Y.: McGraw-Hill, 1976. 444 p.

Success or failure of a management concept and technique depends largely on a particular set of circumstances. This is an "if-then" functional relationship. - JAL.

Marchant, Maurice. PARTICIPATIVE MANAGEMENT IN ACADEMIC LIBRARIES. Westport, Conn.: Greenwood Press, 1976. 260 p. (Contributions in Libraianship and Information Science, No. 16).

Dr. Marchant indicates that the trend toward more participative management in academic libraries will result in more satisfied workers and improved performance for the organization. The research results are based on surveys conducted in 22 academic libraries. - SPECIAL LIBRARIES.

Steers, Richard M. and Lyman W. Porter. MOTIVATION AND WORK BEHAVIOR. N. Y.: McGraw-Hill, 1975. 585 p.

Includes an historical overview. Presents motivational theories and what is known as to how they work in relation to other organizational theories. - JAL.

Williams, Ervin, ed. PARTICIPATIVE MANAGEMENT: CONCEPTS, THEORY, AND IMPLEMENTATION. Atlanta, Ga.: School of Business Administration, Georgia State University, 1976. 285 p.

A collection of papers written on many aspects of the theory and practice of participative management. The contributors include many notables. - JAL.

Steinmetz, Lawrence . and H. R. Todd, Jr. FIRST-LINE MANAGEMENT: APPLYING SUPERVISION EFFECTIVELY. Dallas, Texas: Business Publishing, Inc., 1975. 278 p.

First-line supervisors must cope with the growing aspirations of non-supervisory staff...This volume is... intended as a tool for upgrading performance of supervisors. - JAL.

Sanzotta, Donald. MOTIVATIONAL THEORIES AND APPLICATIONS FOR MANAGERS. N. Y.: AMACOM, 1977. 348 p.

The current theories of motivation: their pros and cons. Examples of each in action on the job, discussion of motivation as competition, an innate drive and/or learned behavior.

PERIODICAL ARTICLES

Bekiroglu, Haluk and Turan Gonen. "Motivation - The State of the Art." PERSONNEL JOURNAL. Vol. 56:10 (Nov. 1977) pp. 561-562.

People can be motivated through recognition, opportunity to perform, a sense of belonging, and security. Specific suggestions to reinforce each category are included.

Brooker, W. Michael A. "Eliminating Intergroup Conflicts Through Interdepartmental Problem Solving." MANAGEMENT REVIEW. Vol. 64:0 (Sept. 1975). pp. 39-43.

The situation model of intergroup problem solving presented should be particularly helpful in large libraries where a formal communication program is necessary to the efficient flow of work.

Carroll, Archie B. and Ted F. Anthony. "An Overview of the Supervisor's Job." PERSONNEL JOURNAL. Vol. 55:5 (May 1976) pp. 228-231.

There are five major categories of responsibility that the supervisor assumes - a balancing of the many demands that are vital and ever-present aspects of the everyday work situation.

Dickinson, Dennis W. "Some Reflections on Participative Management in Libraries." COLLEGE & RESEARCH LIBRARIES. Vol. 39:4 (July 1978) pp. 253-262.

It should be made clear in both policy and practice that the overall managerial style is one of consultation and coordination, with decision-making authority being delegated to particular individuals for specific purposes when dictated by circumstances.

Duerr, Edwin C. "What to Expect of Your Employees". PERSONNEL JOURNAL. Vol. 55:5 (May 1976) pp. 232-234.

The more an individual feels himself a part of an organization, the greater responsibility he feels; and the more faith he has in the organization, the harder he works for it.

Dutton, B. G. "Staff Management and Staff Participation". ASLIB PROCEEDINGS. Vol. 25:3 (Mar. 1973) PP. 111-125.

This article covers a great deal of territory in explaining the background and elements of participation. Provides a good overview and should be selected with an assignment of a high priority among the readings.

Ewing, David W. "Participative Management at Work." HARVARD BUSINESS REVIEW. Vol. 55:1 (Jan.-Feb. 1977) pp. 117-127.

The two fundamentals for success are involving all employees in the issues and problems facing the company, and by cooperative effort making sure that the benefits and burdens from any courses of action taken will be shared equitably.

PERIODICAL ARTICLES (Cont.)

Flener, Jane G. "New Approaches to Personnel Management: Personalizing Management." JOURNAL OF ACADEMIC LIBRARIANSHIP. Vol. 1:1 (Mar. 1975) PP. 17-20.

The new approach to personnel management acknowledges the human need to be recognized. One way to engage staff in the operations of the library is to enlist them in the decision-making process.

Giblin, Edward J. "Motivating Employees: A Closer Look." PERSONNEL JOURNAL. Vol. 55:2 (Feb. 1976) pp. 68-71, 84-85.

Asks the questions: How motivated do employees have to be?, Do organizations really try to motivate their employees? Offers some observations on how employee performance can be improved.

Gorse, B. Donald. "Donkey Work and Job Enrichment in the Academic Library." JOURNAL OF ACADEMIC LIBRARIANSHIP. Vol. 2:2 (May 1976) p. 84.

Hemritz, Fred J. "Modern Scientific Management in Academic Libraries." JOURNAL OF ACADEMIC LIBRARIANSHIP. Vol. 3:3 (July 1975) pp. 19-22.

Scientific management is an objective, systematic approach to administration, particularly in the planning process at all levels.

Kaplan, Louis. "The Literature of Participation: From Optimism to Realism." COLLEGE & RESEARCH LIBRARIES. Vol. 36:6 (Nov. 1975) pp. 473-479.

The amount of tension in an organization can be reduced by allowing those who are willing and able to share in decision-making to be given the opportunity. Those who are given the opportunity must realize that function, knowledge and decision-making must not be separated.

Kaplan, Louis. "On Decision Sharing in Libraries: How Much Do We Know?" COLLEGE & RESEARCH LIBRARIES. Vol. 38:1 (Jan. 1977) PP. 25-31.

Discusses the need for empirical studies on decision sharing practices, indicates a number of research problems, and offers several hypotheses for future research.

Lawler, Edward E., III. "Developing a Motivating Work Climate." MANAGEMENT REVIEW. Vol. 66:7 (July 1977), PP. 25-28, 37-38.

Rapid societal changes are seen as requiring different approaches from those creating a motivating environment. Among the approaches suggested are: individualized job design, individualized reward systems, and cooperative labor and management projects.

PERIODICAL ARTICLES (Cont.)

Mack, Harold. "Some Lessons in Motivation." SUPERVISORY MANAGEMENT. Vol. 21:8 (Aug. 1976) pp. 2-7.

The practical hows and whys of motivation within the context of crisis motivation, entrepreneurship and motivation, and the psychological contract.

Mandia, Richard J. "Management by Involvement." SUPERVISORY MANAGEMENT. Vol. 20:12 (Dec. 1976) pp. 11-16.

Three needs of both subordinates and managers: need for recognition, role fulfillment, and success identity. If left unsatisfied, they can have a negative effect on performance.

Mills, Ted. "Human Resources - Why the New Concern?" HARVARD BUSINESS REVIEW. Vol. 53:2 (Mar.-Apr. 1975) pp.120-134.

Offers a working definition of the whole complex area of human resources development. Examines four currently accepted schools of opinion explaining why remedial action is necessary in the workplace (job dissatisfaction, breakdown of instructions, rising employee expectations, and the dawning of a new antimechanist era).

Morton, Donald J. "Applying Theory Y to Library Management." COLLEGE & RESEARCH LIBRARIES. Vol. 36:4 (July 1975) pp. 302-307.

Librarians are by nature knowledge workers who have professional interests and thus are especially susceptible to motivations based upon desires for esteem and self-actualization and the idealistic performance of services.

Mussman, Klaus. "Socio-Technical Theory and Job Design in Libraries." COLLEGE & RESEARCH LIBRARIES. Vol. 39:1 (Jan. 1978) pp. 20-28.

Libraries are in an excellent position to offer potential for self-actualization and fulfillment of employee's needs at both the professional and support level because library work is socially significant and can easily be restructured to achieve individual and organizational compatibility.

Myers, M. Scott and Susan S. Myers. "Toward Understanding the Changing Work Ethic." CALIFORNIA MANAGEMENT REVIEW. Vol. 16:3 (Spring 1974) pp. 7-19.

The new work ethic is not a new set of values; rather, it represents a shift in the source of influence. The seven levels of psychological existence described in this paper have long existed, but people in the middle ranges of manipulation and conformity have, until recently, been the unchallenged source of influence in business organizations and in most realms of society for at least the past 600 years.

PERIODICAL ARTICLES (Cont.)

Piate, Kenneth H. and Elizabeth W. Stone. "Factors Affecting Librarians' Job Satisfaction: A Report of Two Studies." LIBRARY QUARTERLY. Vol. 44:2 (Apr. 1974) pp. 97-110.

The findings suggest that librarians respond positively to such motivational factors as a sense of achievement, recognition, and work that is intrinsically satisfying.

Runyon, Robert S. "Power and Conflict in Academic Libraries." JOURNAL OF ACADEMIC LIBRARIANSHIP. Vol. 3:4 (Sept. 1977) pp. 200-205.

Conflict is a recurring and perhaps essential fact of human interaction and organizational life in keeping organizations responsive and renewable. Awareness of this principle may serve as a stimulus to acquire the skills of conflict management.

Sampson, Howard L. "Model for Participation." JOURNAL OF SYSTEMS MANAGEMENT. Vol. 25:1 (Jan. 1974) pp. 30-34.

The author concludes that the systems management model helps overcome resistance to change by encouraging administrators to participate in the change from the beginning.

Shaughnessy, Thomas W. "Participative Management, Collective Bargaining, and Professionalism." COLLEGE & RESEARCH LIBRARIES. Vol. 38:2 (Mar. 1977) pp. 140-146.

Discusses the roles of participative management and collective bargaining in attaining professional autonomy, professional integrity and identification, individual satisfaction and career development, and economic security and enhancement.

Whitsett, David A. "Making Sense of Management Theories." PERSONNEL. Vol. 20:3 (May-June 1975) pp. 44-52.

Summarizes the management theories of Argyris, Drucker, Herzberg, Likert, Maslow, and McGregor and concludes that all see the fundamental problem facing managers in the same way and the assumptions they make concerning the nature of the problem are identical.

Willard, D. Dean. "Seven Realities of Library Administration." LIBRARY JOURNAL. Vol. 100:1 (Jan. 15, 1976) pp. 311-317.

Administrative "horror stories" center not around administrative theories or their violation, but rather around human frailty and the personal idiosyncrasies of people in charge. We seem to continue to conjure up visions of management by objectives, participatory management, management consultants, team building, sensitivity training, group decision making, etc. when organizational problems originate within ourselves.

16 mm FILMS

BEYOND THEORY Y. SALENG, 1974. 14 min., sd., color.

Presents the materials and guidelines a management trainer needs to conduct an entire session on what is called "The Contingency Approach" to management.

CHANGING ATTITUDES THROUGH COMMUNICATION. RAYR, BNA, 1965. 23 min., sd., color.

Shows how communication can change attitudes. Suggests ways in which effective communication by management can help an insecure employee accept a new policy which has threatened him.

COMMUNICATION FEEDBACK. RAYR, BNA, 1965. 21 min., sd., color.

Shows the need for and results of the use of feedback (observed response). Relates how feedback can help in altering people to the communicator's interests.

EFFECTIVE LEADERSHIP. UCEMC, 1967. 37 min., sd., b&w.

Presents Dr. Robert Tannenbaum as he defines and describes the characteristics of effective leadership. Explains interpersonal influences exerted by one person on another and points out that hostilities and anxieties created by misunderstandings must be met by effective responses. Shows that the effective leader has to have the qualities of "social sensitivity"and "action flexibility".

THE FINE ART OF KEEPING YOUR COOL. NEM, 1978. 18 min., sd., color.

The film spells out in easy-to-follow terms guidelines for handling one's own temper realistically and for dealing with the temper of others. It discusses the causes of anger and lost tempers and provides both stop-gap and long-term procedures anyone can apply to develop better, more productive relationships with others.

KITA OR WHAT HAVE YOU DONE FOR ME LATELY? QUEST, BNA, 1969. 13 min., sd., color.

Presents Herzberg discussing the ways in which industry has attempted to motivate workers in the past. Defines KITA as a "kick in the pants" and shows negative and positive forms of KITA practiced in business, dramatizing examples using a boss and secretary in various situations. Explains and illustrates Herzberg's Hygiene Theory of Motivation.

LEADERSHIP: STYLE OR CIRCUMSTANCE. CRM, 1977, 26 min., sd., color.

Effective leadership comes from matching the right leadership style with the right circumstances. Dr. Fred Fiedler has developed the Contingency Model. To match the leader with the job, it must be evaluated for its need of completion of difficult tasks and to what extent the situation calls for the builing of strong work relationships.

16 mm FILMS (Cont.)

THE MANAGEMENT OF HUMAN ASSETS. BNA, 1967. 25 min., sd., color.

Presents the views of Dr. Rensis Likert on the training and direction a company should take to obtain high producing work groups. Makes the point that when the organization is pressed with financial harassments, it moves more toward the authoritarian type of management and may lose human assets in the form of skilled, experienced, loyal, and knowledgeable employees.

MOTIVATION BY COMMUNICATION. AMA, n.d. 26 min., sd., color.

This presentation explores communications not as a technique but rather as an integral part of the motivating process. It relates the basic needs of employees for opportunity, recognition, belonging and security directly to the manager's communication responsibilities.

MOTIVATION IN PERSPECTIVE, BNA, 1967. 22 min., sd., color.

Identifies a common problem that employees are not used to their full capacity and explains the factors leading to high achievement.

MOTIVATION THROUGH JOB ENRICHMENT. QUEST, BNA, 1967. 26 min., sd., color.

Presents Herzberg and his theories on improving productivity and performance in business and industry, through job enrichment. Compares and contrasts several job factors relating to motivation and discusses techniques for maximizing the most potent of these factors.

STAFFING FOR STRENGTH. BNA, 1968. 30 min., sd., color.

Utilizes drama and discussion by business consultant Peter F. Drucker to point out that the effective organization makes common people achieve uncommon performance. Points out that the effective executive makes big demands on his subordinates, but enables them to rise to meet these demands. Describes the danger of letting personalities interfere with judgment.

STRATEGY FOR PRODUCTIVE BEHAVIOR. BNA, 1969. 20 min., sd., color.

Presents Saul Gellerman outlining the strategy for changing non-productive behavior into productive behavior. Raises the question "What can management do to motivate people toward greater productivity?"

STROKES. UMETHC, MMM, 1973. 30 min., sd., color.

Presents a combination of dramatized situations and group discussions to illustrate the concept of strokes and stroking in the context of Transactional Analysis. Defines strokes as messages from other people that indicate whether or not one is O.K. States that there are many types of stroking behavior and that positive strokes are necessary for a healthy existence.

16 mm FILMS (Cont.)

THE SUPERVISOR - MOTIVATING THROUGH INSIGHT. NEM, n.d. 11 min., sd., color.

Supervisors to achieve results through others, must see employees as unique individuals, with emotions and personal lives as well as jobs. To motivate them to want to work, supervisors must understand human emotions - their own and their employees' - in the context of getting the job done. This film, based on theories of Maslow and Herzberg, provides insights into employee psychology, the way motivation works, and the keys to achieve it.

THEORY X AND THEORY Y - THE WORK OF DOUGLAS MCGREGOR. BNA, 1969. 2 parts, 24 and 25 min., sd., color.

Uses interviews to explain Theory Y - a behavioral science based management theory - and contrasts it to traditional methods - classed as Theory X. Presents a dramatic vignette to compare a hard and a soft style of managing. Relates examples of Theory Y principles when applied to several management problems.

UNDERSTANDING MOTIVATION. BNA, 1967. 26 min., sd., color.

Presents Saul Gellerman explaining his theories on motivation as applied to business and industry. Explains the individual needs of workers and how their motivation is a product of the kind of world they think they inhabit.

UP THE ORGANIZATION. TIME LIF, 1972. 25 min., sd., color.

Attacks the traditional mangerial concepts of the chief executive, the personnel department, management consultants, and public relations. Emphasizes the need to create a climate which allows the employee to achieve personal objectives as well as the company achieving its corporate objectives.

WE'RE OK. CBS, BFA, 1975. 11 min., sd., color.

Uses cartoon characters to exemplify the three ego states as explained by transactional analysis: parent, child, and adult. Gives examples of situations and shows how reactions might take place. Emphasizes a need to be aware of the real problems and treat others in a way that indicates "You're OK, and so am I."

AMA - American Magement Association
BFA - BFA Educational Media
BNA - BNA Films
CRM - CRM
NEM - National Educational Media
MMM - Mass Media Ministries
QUEST - Quest Productions
RAYR - Reid H. Ray Film
TIME LIF - Time-Life Broadcast
UCEMC - Univ. of Calif. Ext. Media Center

AUDIO

Verser, T. and M. Taylor. MOTIVATING FOR INCREASED PRODUCTIVITY. N. Y.: AMACOM, 1975. 6 audio cassettes and workbook.

Brief course. Includes exhibit, practice cases, workbook, pre- and post-test.

Gellerman, Saul W. and Manny Kay. GELLERMAN ON MOTIVATION. N.Y.: AMACOM, 1971. Approx. 80 minutes. Tape cassettes, reel-to-reel tapes, or discs. and manual.

Two of America's foremost authorities on employee motivation tell you how to build psychological challenges and rewards into a job, and capitalize on the motivational potential of selecting, training, and appraising employees.

Odiorne, George. THE THREE-FACTOR THEORY OF MOTIVATION. Box 6075, Salt Lake City, Utah. n.d. 1 half-hour cassette. In Executive Skills series.

Why objectives are the first step in motivation. How managers remove obstacles to make job accomplishment possible. Designing a motivational environment with non-financial rewards. Finding self-actualization in one's work.

VIDEO

Odiorne, George S. THE WAR ON BUREAUCRACY. Weybridge, Surrey. England: Classified Media Ltd., n.d. 29 min. color cassette. U-Matic.

Improving the quality of work life with management by objectives and seven related strategies: decentralization, participation, team building, goal setting, commitment, information, and rewards.

GAMES

EFFECTIVE DELEGATION. DSX 5. Bedford, England: Management Games Limited. n.d. Takes between 2 and 5 hours.

The exercise helps participants explore their own attitudes to delegation, sharpen their awareness of the limits of delegation, improve their ability to select the best people to whom specific jobs and responsibilities should be delegated, explore those conditions which lead to most effective delegation.

GAMES (Cont.)

HANDLING CONFLICT IN MANAGEMENT. DS 5/6/7. Bedford, England: Management Games Limited, n.d. Takes between 2 and 5 hours. Instructor's notes and participants workbooks.

To provide an opportunity for managers and managerial trainees to improve their conflict resolution skills. Participants are encouraged to discuss the defensive and and other emotional reactions that arise - how to recognize them, how to deal with them, and how to turn them towards constructive problem solving. Three versions of this game are available: Conflict among peers, Superior/subordinate-group conflict, Superior/subordinate conflict.

CORRESPONDENCE COURSE

MOTIVATION: A VITAL FORCE IN THE ORGANIZATION. Washington, D. C.: American Society for Information Science. 1976. 6-module course - average time to complete 6 - 8 months. Includes study guide.

This is a home-based course with interaction with a qualified faculty member who will read and respond to exercises. Includes a study guide and six modules consisting of learning objectives, text, practical questions, exercises, case studies, self-tests, annotated bibliographies and readings.

TEST

Thomas, Kenneth W. and Ralph H. Kilmann. THOMAS-KILMANN CONFLICT MODE INSTRUMENT. Tuxedo, N. Y.: SICOM, Inc., 1974. 18 p.

This test measures an individual's relative use of five conflict-handling modes in situations where her or his wishes differ from those of another person. Ways of managing conflict are thought of as independent combinations of levels of cooperation (attempting to satisfy the other person's concerns) and assertiveness (attempting to satisfy one's own concerns). The individual is asked to choose between pairs of statements representing different conflict-handling modes. Interpretive materials allow participants to graph their profiles in relation to the scores of others. Diagnostic questions are included to help each person determine the appropriateness of her or his use of each conflict mode in a particular situation.

TRANSPARENCIES

COMMUNICATION AND MOTIVATION. San Jose, Calif.: Lansford Publishing Co., n.d. 15 transparencies, teacher guide, article reprints, communication and motivation game.

This set analyzes the nature of the human element in the organization, the role and importance of communication, and the ways in which employees can be properly motivated.

PARTICIPATIVE MANAGEMENT. San Jose, Calif.: Lansford Publishing Co., n.d. 10 transparencies, lecture notes, article reprints.

Likert's Management Systems are explained in terms of their effect upon organization performance. The organization is profiled in terms of leadership, motivation, communication, decision-making, goals and control. Leadership style is contrasted with problem situation and organization climate in a contingency model, and the strengths and limitations of each style are compared.

PROGRAMMED INSTRUCTION

PROGRAMMED INSTRUCTION FOR MANAGEMENT EDUCATION (PRIME)
American Management Association
Each has a programmed text, a separate test booklet, a manual containing test answers and guidelines for using course, plus a portfolio to hold materials.

Methods Improvement for the Supervisor.
15 hours, 1019-7, 1964.

Teaches an organized approach to methods improvement and shows how to obtain maximum employee cooperation and goodwill while instituting change.

How to Plan and Organize Work.
16 study hours, 1052-9, 1968.

Trains supervisors in the principles of planning, executing, and controlling their work to gain the benefits of greater efficiency, increased production, and improved morale.